THE EFFECT OF USING WHATSAPP IN BLENDED LEARNING ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

(A Quasi Experimental Research at Student Tenth Grade of SMAN 5 Kembang Mumpo in Academic Year 2019/2020)

THESIS

Submitted as Partial Requirements For The Degree of "Sarjana" (S,Pd) in English Study Program

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Assalamu'alaikum Wr. Wb

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Wassalamu'alaikum Wr.Wb

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PRONOUNCEMENT

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I hereby sincerely state that the thesis entiled : The Effect of Using WhatsApp in Blended Learning on Students' Writing Ability in Descriptive Text (Quasi Experiment Reseach at SMAN 5 Kembang Mumpo in Acdemic Year 2019/2020). Is real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibiliograpgy. If later proven my thesis has discrepancies, I am willing to take the academic sanctions in the form of of repealing my thesis and academic degree.

Bengkulu   Agustus 2020

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MOTTO

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيْهِ عِلْمًا سَهَّلَ اللهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

It means : " Whoever travels a path in search of knowledge, Allah will make easy for him a

path to Paradise" (HR. Muslim)

If you are poor so learn, if you are learning must be truckle, if you are inferiority you

should to have dream, and if you dreamed you should be to reached.

(Yuni Rolita Utami)

DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah, the most gracious and merciful. All praise and gratitude who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam may be conveyed to our prophet Muhammad SAW., his families, collegues and followers until the end of the days

This thesis was dedicated to:

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2. My dear parents my father Jolan Hartono and my mother Lensi Hartati as a source of motivation and compass in my life that is full of love and as the best thing in the world.

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4. All my big family, my grandfathers and my grandmothers, all of my uncle and aunt, my cousins, my nephews, that can"t be mentioned one by one. Thank you for all that has given to me, love, motivation, and suggestion.

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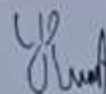
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First of all, the would like to say Alhamdulillah to Allah SWT who has been giving the writter health, strenght, the most important is iman, so she can finish this thesis entitled "The Effect of Using Whatsapp in Blended Learning on Student Writing Deskriptive Text". Shalawat and salam to the great messanger Rasulllah SAW. This thesis is partial requirement for "Bachelor degree" (S1) in English Study Program of IAIN Bengkulu. The writter believes that only God's blessing and disposing that allow the writer to finish this thesis. In finishing this thesis, the writer got problem in getting data, smmarizing even taking some sources to support thing thesis. However, this thesis can be finished on time because of helping from all friends, lectures and parents who give her comments, advices, supervisions, and supports. So the writer really wold like to thank to :

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1. Bengkulu
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8. All of English lectures and staff administration of IAIN Bengkulu
9. Library of IAIN Bengkulu
10. My religion and my almamater.

Finally, the writer realized that it was still far from being perfect, therefore some suggestions and constructive critics are always welcome for the better.

Bengkulu, Juli 2020
Yang Membuat Pernyataan

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ABSTRACT

Yuni Rolita Utami (1611230030), 2020. The Effect of Using Whatsapp in Blended Learning on Students' Writing Ability in Deskriptive Text (Quasi Experimental Research at Student Tenth Grade of SMAN 05 Kembang Mumpo in Academic Year 2019/2020). Th esis Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

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Keywords: Blended Learning, WhataApp, Writing descriptive text,

The purpose of this study was intended to find out the empirical evidence of the students' achievement in writing descriptive text by using WhatsApp in Blended Learning on students' writing abilities. This study used a Quasi-Experimental method. The sample in this research was 54 students consisting of 27 students in the experimental class (X MIPA 1) and 27 students in the control class (X MIPA 2) taken by purposive sampling. The experimental class has given the treatment using WhatsApp in Blended Learning, while the control class did not use WhatsApp in Blended Learning. Pre-tests were given in two groups before giving treatment. The results showed as follows: First, the pre-test score showed the average score of the experimental class was 54,889 and the control class was 56,370. After being given help, a post-test is given. The post-test results show the average value of the experimental class is 82.074 and the control class is 72.333, in this case, the increase in the score of the experimental class is 27.185 and the control class is 15.9626 Second, the sample score of the independent T-test shows the significant value (2 tailed) is 0,000 <0.05. In other words, Ho was rejected and Ha was accepted. In short, it can be announced that students who write descriptive texts using WhatsApp in Blended Learning are more effective than not using. So, it can be concluded that WhatsApp in Blended Learning has a positive influence on tenth-grade students at SMAN 5 Kembang Mumpo in academic year 2019/202.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan penggunaan WhatsApp dalam Blended Learning terhadap kemampuan menulis teks deskriptif siswa kelas sepuluh SMAN 05 Kembang Mumpo. Metode yang digunakan pada penelitian ini adalah metode kuantitatif dengan menggunakan desain kuasi ekspermental. Sample dalam penelitian ini berjumlah 54 siswa yang terdiri dari 27 siswa dikelas experiment (X MIPA 1) dan 27 siswa dikelas control (X MIPA 2) yang diambil secara purposive sampeling. Kelas eksperimen adalah kelas yang diberikan treatment menggunakan WhatsApp dalam Blended Learning, sedangkan kelas kontrol adalah kelas yang tidak menggunakan WhatsApp dalam Blended Learning. Pra-tes diberikan dalam dua kelompok sebelum memberikan Treatment. Hasil penelitian menunjukkan sebagai berikut: Pertama, skor pre-test menunjukkan skor rata-rata kelas eksperimen adalah 54.889 dan kelas kontrol adalah 56.370. Setelah diberi treatment, post-test diberikan. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen adalah 82.074 dan kelas kontrol adalah 72.333, dalam hal ini, peningkatan skor kelas eksperimen adalah 27.185 dan kelas kontrol adalah 15.9626 Kedua, skor sampel dari independent T-test menunjukkan nilai signifikan (2 tailed) adalah 0,000 <0,05. Dengan kata lain, Ho ditolak dan Ha diterima. Singkatnya, dapat diumumkan bahwa siswa yang menulis teks deskriptif menggunakan WhatsApp di Blended Learning lebih efektif daripada tidak menggunakan. Jadi, dapat disimpulkan bahwa WhatsApp dalam Blended Learning memiliki pengaruh positif pada siswa kelas sepuluh di SMAN 05 Kembang Mumpo tahun ajaran 2019/202.

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CHAPTER I

INTRODUCTION

A.   Background of Study.

In English, there are four skills that must be mastered, the four basic language skills are listening, speaking, reading and writing.[1] One of the four skills is writing. According to Nunan, writing is a thought process for creating ideas, thinking about how to express ideas into good writing, and organizing ideas into clear statements.[2]

Based on the opinions above writing is a process that begins with developing ideas into writing. Then the writing is expressed in words that make up sentences until this sentence develops into a paragraph that finally forms the discourse. Writing requires special attention to learning English. In other words, writing is the most important skill for students to master from other skills because writing involves students' thoughts in expressing words into writing.

Writing has been taught starting from elementary school such as exercises to complete sentences and make simple sentences. Then continue to junior high school, high school, and college. Certainly, writing is no stranger to tenth-grade high school students. As contained in the basic competition in curriculum 13 for high school, which includes the basic competition that must be achieved in English especially writing subjects is students have the ability to

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[1] L.G. Alexander. *Practice and progress*, (London: Longman Group Ltd, 1975). P. viii
[2] Nunan, David. (2000). *Second language teaching and learning with technology: views of emergent researchersA,* Dublin, Ireland.P98-99

develop and produce simple functional texts written in narrative texts, recount, narratives, and descriptive texts.

Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional dalam bentuk description text(2.3), (2.4)bentuk procedure text, (2.5) narrative text. [3]

One of these texts is a descriptive text, in this text students must be able to develop a topic based on their abilities. Like historical buildings, people, and tourist attractions. Descriptive text is a type of text that develops students' critical thinking based on their knowledge by explaining various things in detail about an object so that readers can understand what they are writing. Descriptive texts are closely related to students' knowledge and ability to express their ideas. So the teacher must be able to help students develop their thoughts into good writing. With a teaching system that suits students' needs.

Therefore in recent years, several researchers and teachers have continued to develop models, teaching methods, techniques, and strategies for teaching writing. Especially in this 21st century where technological developments have influenced the teaching system, ways of student learning, and student way of thinking. This clearly impacts traditional learning because the demands of 21st-century students who are familiar with technological sophistication are more interested in technology-based learning. Exactly, in the traditional learning model students play a passive role in learning activities and the teacher acts as a learning

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[3] Ministry of Education and Culture in 2013. Basic Competencies of Elementary High School (SMA) / Madrasah Aliyah (MA). P.74.

center, a source of information, and a versatile person. Certainly, this is not in line with the implementation of the 2013 curriculum which is currently applied in Indonesia.

Peraturan Kementrian Pendidikan dan Kebudayaan (PERMENDIKBUD) No. 81 A kurikulum dikelola berdasarkan prinsip-prinsip yang salah satunya berpusat pada potensi, pengembangan, kebutuhan, dan minat siswa dan lingkungan mereka. [4]

In rregulation of the Minister of Education and Culture No. 81 A about the Implementation of the ccurriculum 2013 is implemented in Indonesian education if students are the center of learning and students play an active role in the learning process. In other words, students as learner-centered in learning activities. In the learning process, the teacher should have understood what students need not what the teacher wants.

Based on preliminary observations conducted by researcher on December 18th, 2019 at SMA N 05 Kembang Mumpo.[5] The rresearcher found several problems that occur during the teaching and learning process there are the teacher teaching writing not interesting or the teacher uses traditional learning models. Then In the learning process, the teacher as the center of learning and students play a passive role. The teacher also uses lecture methods such as explaining theories and writing concepts even though time is limited so students do not have enough time for discussion. This is also caused by learning English which is not only focused on writing.

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[4]Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A in 2013. Retrived From :.https://luk.staff.ugm.a nbc.id/atur/bsnp/Permendikbud81A 2013ImplementasiK13Lengkap.pdf

[5] Preliminary observations at SMA N 05 Kembang Mumpo on December 18th 2019.

In the curriculum of (K.2013), English learning is divided into sections such as listening, reading, writing, and speaking. As a result, the discussion space between teachers and students about learning to write is very limited. The students have problems in understanding to produce good descriptive text. Therefore, the teacher should be to create a discussion room with all students outside of school hours and be able to conduct learning anywhere and anytime. Apart from the teaching and learning process, researcher also conducted observation on facilities and infrastructures based on technology and information in schools which were quite complete there were computer labs, Wi-Fi networks for teachers and students, projector screens available to assist learning activities, and allowed students to bring mobile phones to school.

In addition, the researcher also conducted an interview with Wenti Rosita as an English teacher in the tenth grade. [6] Based on the results of interviewed researcher found several problems such as students get difficulties in developing their ideas in writing, producing good writing, especially descriptive texts, and after being given the assignment, the teacher finds several student worksheets that are identical or similarity in writing descriptive text.

This is consistent with the results of an interview conducted by one of the students tenth-grade Tiara Amelia.[7] This is consistent with the results of an interview conducted by one of the students tenth-grade Tiara Ameli. The rresearcher found that students get difficulties in developing topics into paragraphs, understanding what was taught by the teacher, the way the teacher

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[6] Wenti RositaAs English Teacher Tenth Grade Of Sience at SMA N 9 Bengkulu City. Interviewed on December, 18th 2019, (around 9.30 o'clock).
[7] Tiara Amelia As Student Tenth Grade of SMA N 05 Kembang Mumpo. Interviewed on December, 18th 2019, (around 12.30 o'clock).

taught was not interesting, study time and discussion space in the classroom was limited and the teacher found many similarity worksheets found is that students Millennial era who are very familiar with technology using the internet to complete assignments. Students can copy writings or other people's work on the internet. For this reason, many of them are lazy to develop ideas and practice their writing skills. In addition, this has an impact on the grades students get during the exam, some of the students' scores are below the Minimum Student Mastery Criteria (KKM).[8]

Based on the description of the problem above, the teacher should have attention to what students need, especially in dealing with students in this modern era who are very familiar with technological developments and not only provide concepts and procedures for writing, but the teacher can create a different class atmosphere. In general, students in the 21st century are more interested in matters relating to ICT (information and communication technology) where the development of ICT has influenced the world of education and the way of thinking of students. In addition, the teacher can provide a discussion room without limitation of time and place so, students can express the problems they face in writing activities and get responses from the teacher anywhere and anytime. Teachers are required to continue to improve the way they teach according to the demands of the times be able to direct students towards the use of technology in the educational environment in a positive direction. Apart from some of the problems above, during the COVID-19 pandemic the government banned associations in a number of meetings such as schools, face-to-face

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[8] Minimum Student Mastery Criteria (KKM) Data of Tenth Grade English Language Subjects at SMA N 05 Kembang Mumpo..

meetings were abolished but learning had to be continued in accordance with online or daring school regulations.[9] Therefore, students and teachers continue to need models, teaching methods, techniques, and strategies to teach interesting writing in accordance with the demands of the times and conditions today, namely Blended Learning.

Marsh and Drexler claimed in 2001 that blended learning represented all teaching models that were integrated with technology, such as email, streaming media, and the Internet, and could be combined with conventional teaching methods.[10] Blended learning combines face-to-face learning with E-Learning.

According to Smaldino the term E-learning is computer-based learning that uses the internet network.[11] E-learning provides convenience in learning where there are no time and distance limitations in this learning system but as Serlin said, e-learning has weaknesses where academic dishonesty and no face-to-face meetings are the main weaknesses of e-learning.[12] The way for reduce the academic cheating Blended Learning is done by Combining face-to-face learning with learning E-learning will make it easier for students and teachers to connect learning anywhere and anytime. Students will learn face to face with the old system such as listening to the

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[9]KEMENDIKBUD (19-24 March 2020) Minister of Education and Culture Issues SE on Educational Implementation in Covid Emergency. Https://www.kemdikbud.go.id/main/blog/2020 /03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19

[10] Marsh, J., & Drexler, P. (2001). *How to design effective blended learning.* Sunnyvale, CA: Brandon-Hall.http://www.ejmste.com/The-Effect-of-Blended-Learning-in-Mathematics Course,62148,0,2.html

[11] Smaldino, Sharon E; Lowther, Deborah L; and Russel, James D. 2012. *Instructional Technology and Media for Learning.* Boston: Allyn & Bacon

[12] Serlin, R. (2005). *The Advantages and Disadvantages of Online Course: Based on Experiences in Teaching Net Delivered INDV 102*: Money, Customers and Family. Retrived from: http://www.u.arizona.edu/~serlin/Teaching/Papers/The_Advantages_and_Disadvantages_of_Online_Courses.pd

teacher's explanation, doing exercises and discussing in class in accordance with the provisions of the time available at school. Whereas for time outside of school, students can easily continue learning through the Blended Learning system. Blended learning also makes it easier for students to access learning material and additional material that has been provided by the teacher. The students not only listen to the teacher's explanation, but they also have written material to support their learning outcomes.

The use of Blended Learning in learning activities is also supported by the number of internet usage in Indonesia according to the Association of Indonesian Internet Service Providers (APJII) internet users in Indonesia has increased every year by 50%. Internet users consist of those aged 15 to 19 years.[13] The biggest users through Smartphone and computers. This means that the majority of internet users are school-age children. This is directly proportional to the use of Smartphone as media in Blended Learning is the WhatsApp application.

Cavus, N., & Ibrahim, D. In 2008 claimed WhatsApp Messenger is a cross-platform instant messaging application for smartphones. In addition to text messaging, users can send pictures, videos and audio media messages. [14] WhatsApp is an application with a multi-platform messaging system that strongly supports learning activities through online systems. Where the teacher forms groups that contain students as group members. In groups,

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[13] Yudha Pratomo 2019, *"APJII: Jumlah Pengguna Internet di Indonesia Tembus 171 Juta.* Kompas. Com https://tekno.kompas.com/read/2019/05/16/03260037/apjii-jumlah-pengguna-internet-di-indonesia-tembus-171-juta-jiwa.

[14] Cavus, N., & Ibrahim, D. (2008) *M-Learning: An experiment in using SMS to support learning new English language words.* British Journal of Educational Technology, Volume 40, Issue 1, pages 78–91, January 2009. Article first published online: 5 FEB 2008

interactions occur between teachers and students in a class through group chats or discussions. Students can ask anything they don't understand about writing descriptive text and immediately get a quick response from their teacher.

Based on research conducted by Barhoumi, C. & Rossi, P.G if WhatsApp is more effective to extend discussions outside the classroom. This is supported by existing features, making it easier for teachers and students to connect communication or discussion outside of school or outside the classroom. [15] In addition, in a study conducted by Dan Bouhnik and Mor Deshen that showed academic excellence such as accessibility of learning materials, teacher contributions, and continuous learning outside the classroom. [16]

In addition, one study conducted by Liya Astarilla and Dede Warman, entitled The Effects of WhatsApp in Blended Learning in English as Understanding Foreign Language Reading (EFL) of Undergraduate Students. In this study, the population consisted of 20 experimental students and 20 temporary students. The results showed that there was a significant influence in blended learning through WhatsApp on the reading comprehension of undergraduate EFL students. Students who use blended learning through WhatsApp have higher scores than control class students. [17]

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[15] Barhoumi, C. & Rossi, PG. (2013). *The effectiveness of the instruction oriented hypertext systems compared to direct instruction in e-learning environment*. Contemporary Educational Technology, 4(4), 281-308. Retrived From: https://eric.ed.gov/?id=EJ1105506

[16] Bouhnik & Deshen 2014. *WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students*. Journal of Information Technology Education: Research. Volume 13, 2014. Retrieved from : http://www.jite.org/documents/Vol13/JITEv13ResearchP217-231Bouhnik0601.pdf

[17] Astarilla, L and Warman, D. 2017. *The Effect of WhatsApp in Blended Learning on English as Foreign Language (EFL)*, Pekanbaru, IndonesiaUndergraduate Students' Reading Comprehension. Advances in Social Science, Education and Humanities Research (ASSEHR), v 110

Based on the data above, it can be concluded if students in SMA N 05 Kembang Mumpo need a learning model that is in accordance with this sophisticated era, namely Blended Learning. The researchers found students at SMA N 05 Kembang Mumpo are the 21st century generation who are familiar with technological advancements. Meanwhile, teachers still use traditional learning models so that students feel bored and have very limited time in learning to write. Whereas learning is not only done in the classroom. By utilizing technology, students and teachers can integrate conventional and online-based learning. Which can be used to improve students' writing abilities and use technology in a positive direction. So, researcher are interested in conducting research that is intended to find a significant effect of blended learning through WhatsApp media on the writing ability of students tent grade entitled The Effects of Blended Learning Using WhatsApp on Student Writing descriptive Text on student tenth grate at SMA N 05 Kembang Mumpo in Academic Year 2019/2020).

B.   Identification of Problems

Based on the background, there are many problems in learning to write such as: 1. Students have difficulty in understanding and developing ideas for writing descriptive texts. 2.Students have limited time in learning to write descriptive texts in class. 3.Students can only discuss with teachers about learning in the scope of the school. 4.The teacher used the monotonous methode to teach student.5.There are still many students who do non-independent work. 6.Just some students use technology to find material about writing descriptive texts. 7. School facilities are adequate but teachers still use traditional learning methods.

8.English teachers are less creative in determining learning methods in this modern era

C. Limitation of problem

The limitation of the problem in this research focus on the effect on using WhatsApp in Blended Learning on student writing descriptive Texts at the tenth grade in SMA N 05 Kembang Mumpo in the academic year 2019/2020.

D. The Research Question

The research question was formulated as follows: "Is there any significant effect between students who were taught by using WhatsApp in Blended Learning, and those who were taught without WhatsApp in Blended Learning on students writing ability descriptive text at student's tenth grade at SMA N 05 Kembang Mumpo in the academic year 2019 / 2020?"

E. The Research Objective

The purpose of this study is to find out the significant influence of the use of WhatsApp in Blended Learning in teaching writing descriptive texts in tenth grade students at SMA N 05 Kembang Mumpo in academic year 2019 / 2020?

F. The Significances of Study

The benefits of research are divided into two aspects namely theoretical and practical benefits:

1. Theoretically, the results of this study are expected to be useful for readers, to enrich their insights into English learning theory. The results of this study are also expected to be useful for researchers for further studies.

2. Practical benefits

Practically, the benefits that can be obtained from this study are divided into three for teachers, for students, and for researchers.

3. For Teachers

The results of this study are expected to provide motivation for teachers in creating interesting ones in accordance with the times that produce active and creative students and are able to provide understanding to students in the learning process of English that will produce good writing skills.

4. For Students

The results of this study are expected to help student's foster interest in English learners and can help students use positive technology, one of which is to improve writing skills in writing text with a combination of conventional and online learning.

5. For Other Researchers

This research is expected to provide more information about other research leaders for further research on this issue. This research is also useful to add insight, especially for writers and some for future research.

G. Key of Terms

1. Blended Learning

Blended Learning is a combination of face-to-face learning and learning through an online system using internet network access. Blended learning combines E-learning learning with a face-to-face learning system, which uses the latest technology that includes the use of computers as a communication tool, such as chat, email, and a number of environments that allow teachers to facilitate their teaching.

2. WhatsApp

The Whatsapp application is an internet-based message sending application, the Whatsapp application is almost the same as the SMS (Short Term Letter) except that the Whatsapp application does not use credit in its use but internet data. Whatsapp was founded by Brian Acton and Ja Koum on February 24, 2009 with a system of contact recognition, verification, and sending of messages that are still carried out through pre-registered cellphone numbers.

3. Writing Descriptive text

Descriptive text is a kind of text with the aim of providing information. The context of this kind of text is to describe certain things: our pets or people we know well. The social function of descriptive texts is to describe certain people, places or objects.[18] Writing description text is an activity carried out by the writer to describe an object such as a concrete object such as a person, or animal, or plant, or car, and so on.

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[18] Dirgeyasa Wy.(2016). *College Acedemic Writing A genre-Based Prespective*. Jakarta:Kencana. p.95

CHAPTER II

THEORITICAL FRAMEWORK

A. Descriptive Writing

1. The Definition of Descriptive Writing

The descriptive writing can be varied by seen several sources and surely all of the sources have different explanations about it. Although it has several different explanations, they have the same meaning. Descriptive etymology is derived from the word describe means to draw, to illustrate or to picture object, place, person, in other to have an idea or point of view in order to have the appearance of the object describe.[19] Descriptive writing is a part of factual genres. Its social function is to describe a particular person, place, or thing.[20] Other experts said that descriptive text is writing about how something (or someone) looks and uses space order.[21] It means also that descriptive text is used to identify and describe a particular person, places or thing. They added a writer of a good description is like an artist who paints a picture that is "seen" clearly in the mind of the reader. According to Barbara F. Clouse state that When you write the subjective description, your goal is to create vivid mental images that using concrete sensory detail which consists of a specific word that appeals to the sense (sight, sound, taste, smell, touch).[22]

Priyana and his friends also said that descriptive text is about characteristics that focused on the characteristic features of particular subject,

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[19] Dirgeyasa Wy.(2016). *College acedemic writing a genre-based prespective*. Jakarta,. KENCANA. p.95

[20] Rudi Hartono. (2005). *Genres of texts, semarang state university*: English Department, Faculty of Language and Art. p.6.

[21] Alice Oshima and Ann Hogue.(1997). *Introduction to academic writing*, New York: Addison Wesley Longman. p.50.

[22] Barbara Fine Clouse. (2004). *The student writer,* New York: McGraw-Hill. p.146.

such as a book, animal, and etc. When we try to describe a book, we can describe it how does it is physical, its form, and other information about it.[23]

Artono Wardiman revealed descriptive texts are types of texts that are difficult for students to learn.[24] The descriptive text is a type of text that develops students' critical thinking based on their knowledge by explaining various things in detail about an object so that readers can understand what they are writing. Descriptive texts are closely related to students' knowledge and ability to express their ideas. The teacher should have attention on student develop idea into good writing with a teaching system that suits students' needs.

Descriptive text is a kind of text with the aim of providing information. The context of this kind of text is a description of a particular thing, animal, person, or other people, for example, our pets or people we know well. This is different from reports that describe things, animals, people, or other people in general. The social function of descriptive texts is to describe specific people, places or objects in detail.

From several definitions above, the writer sums up that descriptive text is a paragraph that describes a particular person, place or event in a great deal. In the descriptive text, students can describe something (people, things, place) and also can express their emotion such as angry, fearful, sad, happy, etc.

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[23]Oko Priyana. (2008). *Scaffolding:english for junior high school tent grade.* Pusat Perbukuan Departemen Pendidikan Nasional. p.18.
[24] Wardiman, Artono. (2008). *English in focus 2*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

2. The Purpose of Descriptive Writing

According to Dietsch, there are three purposes of descriptive writing: first, to create a picture, atmosphere of a place and a mood. Second, to encourage understanding and conviction, and third to encourage listener to action.[25] It means that the purpose of descriptive text is to guide the emotional responses of readers by describing details and imagine story that readers read.[26] Barbara said that "description can entertain, convey feelings, relate experience, inform, and persuade."[27]

Rise and friends said that the purposes of descriptive writing are: first, by descriptive text writer's purpose of giving readers an impression of a person of place will achieve. Second, it will give the readers further information or explanations through illustration of abstract ideas from writer. Next, the information that given by describing will has memorable information for readers. Then, writer use description to support their idea about something.[28]Barbara Fine Clouse gave more detail about the purpose of descriptive text on the following table.

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[25] Betty Matrix dietsch. (2006). *Reasoning and writing well,* New York: McGraw-Hill, p.140.
[26]Barbara Fine Clouse, *Patterns for a Purpose: A Rhetorical Reader 4th edition,* (New York: McGraw-Hill, 2006), p.102.
[27] Rise B. Axelord and Charles R. Cooper. (2010). *The st. martin's guide to writing* (9th Edition)*,* (New York: Bedford/St. Martin's. p.628.

Table 2.1

Purpose of Descriptive Text[29]

Purpose	Sample Description
To entertain	An amusing description of teenager's bedroom
To express feelings	A description of our favorite outdoor retreat so your reader understands why you enjoy it so much.
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in.
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one.
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of simple fruit.
To persuade	A description of a degrading music video

Thus, from several purposes of descriptive text that mentioned above, the writer sums up that descriptive text have many useful purposes such help us when we forget the characteristic of person, place or things that we want to find.

3. Types of Descriptive Text

Mainly, there are several types of descriptive text, they are:[30]

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[29] Barbara Fine Clouse. (2008). *The student writer (*7th edition), New York: McGraw Hill,, p. 154.

[30] Dirgeyasa Wy.(2016). *College Acedemic writing a genre-based prespective*.P.96

a. Describing proses.

It is not only explains how something was done, but also explains why it was done.

b. Describing an event

It is focused on describes the physical characteristic which reflects the event. To describe an event, a writer should be able to remember whathappened in the event. For example the writer wants to write about Tsunami that was happened in Japan. So the writer has to write or explains all detail about it so that the reader can imagine the real situation there.

c. Describing personality

Description of person is focused on physical characteristic which reflect the person. We need to describe the physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

d. Describing a Place

It is focused on describes the physical characteristic which reflects the place for example; a home, a hospital, and school.

e. Describing an object

It is focused on describes the physical characteristic which reflects the object. Such as; the color, form, shape, and etc.

4. **Schematic Structures of Descriptive Text**

Descriptive text has two schematic structures. They are identification and description. Wardiman and friends divide the generic structure into

introduction and description. They said that introduction is the part of the paragraph that introduces the character. Meanwhile description is the part of the paragraph that describes the character. According to Gerot and Wignell cited by Siti and friends mention that schematic structure of descriptive text divided into two part; identification and description.[31]

a. Identification

Identification which identifies phenomenon that will be describes. Such as, the name of person, the name of place and etc. In this point, the writer identifies the thing/ person described.

b. Description

It is the part of the paragraph that describes parts, qualities, and characteristics in detail. The other word, it is about specific information of the topic. For example:

> My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling.
> The place that we often visit is bali. Almost every holiday, we go to my grandfathers' house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfathers' restaurant.

Furthermore, Siburian said that in descriptive text there two part of rhetorical structure. First is Introduction that was statement that consists of one topic to describe. Second is description, that was consists of the detail description about object that identify in identification.

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[31] Dirgeyasa. I Wy. (2016). *College academic writing a genre based-perpestive..* Jakarta :KENCANA. P.58

The writer sums up that descriptive text has two main part. First, an identification which contains introduction about something that the writer wants to describe and second is a description which contains something about a part, quality, and etc.

5. **Language Features of Descriptive Text**

The language features have a significant role to sustain in producing a good descriptive text. All of the language features are used to convey and describe construct clearly. In descriptive text, we will find grammatical features are:[32] Specific participant has a certain object, is not common and unique (only one). For example: Bandengan beach, my house, Borobudur temple, uncle Jim. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described. Action verb: verbs that show an activity (for example, run, sleep, walk, cut

According to Priyono cited by Siburian, one of language features of descriptive text is grammatical patterns. He explains that in descriptive text declarative sentence was used and using present form.[33] So, the writer can sum up that in descriptive text, we will find grammatical patterns or grammatical features on it.

B. **Blended Learning**

1. **Definition of Blended learning**

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[32] Peter Knapp and Megan Watkins. (2005. *Genre, text, grammar: technologies for teaching and assessing writing,* Sydney:UNSW Press, p.98.

[33] Dirgeyasa. I Wy (2016). *College academic writing a genre based-perpestive.* P.59

The development of the world of education and science is currently very rapid, these developments are driven by developments in the field of information technology which are increasingly influential on the world of education and especially on the learning patterns of students. Students in Digital era are more fond of searching for information through their respective Smartphone, this makes students choose the internet as a task completion from teachers, students easily feel fed up with learning patterns with learning models applied by educators by only relying on books and in their implementation only one direction, namely educators who explain to students. In the digital era, it is very necessary for the creativity of educators to create learning models that can combine offline face-to-face learning with virtual online or Blended Learning methode.

Marsh and Drexler claimed, in 2001 that blended learning represented all models that were approved with technology, such as email, streaming media, and the Internet, and could be combined with conventionally supported methods.[34] In addition, Blended learning is sometimes used synonymously with the terms hybrid learning, personalized learning, learning made possible by technology (enhanced), and different instructions.[35] Blended Learning is a learning method that mixes conventional learning and online learning.

Blended Learning is a learning method in which the merging process occurs. This integration consists of traditional and modern learning processes,

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[34] Marsh, J., & Drexler, P. (2001). *How to design effective blended learning*. Sunnyvale, CA: Brandon-Hall.http://www.ejmste.com/The-Effect-of-Blended-Learning-in-Mathematics-Course,62148,0,2.html

[35] Ebba Ossiannilsson. (2017). *Blended learning state of the natio*. Oslo:International Council for Open and Distance Education – ICDE. P.16

where learning is done face-to-face or offline and virtual learning is carried out online. Simply stated Blended Learning is a merger between face-to-face learning with virtual. [36] Students in the digital age are already very familiar with the progress of technology and information, especially in Indonesia so that it will be easy to apply Blended Learning learning methods to learners in this modern era.
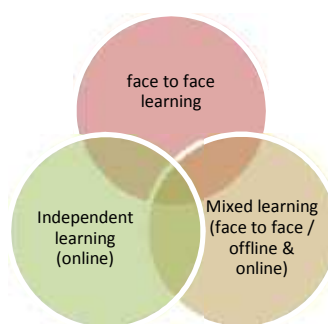
Figure 3.1. Learning Concept of Blended Learning

Blended Learning is the most logical evolution in learning. [37] Blended Learning is a learning method that presents opportunities or opportunities to integrate innovative advancements and technologies offered by online learning with the best interaction and participation from traditional learning. "Bonk & Graham also believes" Blended Learning learning methods are a combination of instructions from separate learning models historically, that is traditional learning done face-to-face and learning distributed systems (online). [38]

It also emphasizes computer-based technology in the defense of Blended Learning. Blended Learning-based learning began to gain popularity

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[36] Friesen (2012) in Ebba Ossiannilsson P.(2017*). Blended learning state of the nation*.p-19
[37] Thorne, K. (2003). *How to integrate online and traditional learning*. United States: Kogan Page p.16
[38] Bonk, C.J., & Graham, C. R. (2006). *The handbook of blended learning environments:* Global perspectives, local designs. San Francisco: JosseyBass/Pfeiffer.p.15

in 2000 and is popular in several large countries, such as: North America, Britain and Australia. [39] Through Blended Learning, all competencies / learning objectives can be fulfilled maximally because Blended Learning-based learning can be carried out freely, not bound by a place and time.

Blended Learning is a combination of face-to-face learning process (offline) with e-learning learning (online) that can be carried out anywhere, anytime and by anyone. The combination of face-to-face learning (offline) and e-learning (online) is carried out in harmony, coherence and ideal.

2. **Blended Learning Environment**

Blended learning is a natural progression from e-learning towards a complete program of various media and implementing it in an ideal way to solve problems. Blended learning, as mentioned above, combines e-learning and face-to-face learning. Figure (1) illustrates the rapid growth of distributed learning environments and convergence with face-to-face learning environments. The both intersection of archetypes illustrates where mixed learning systems emerge. [40]
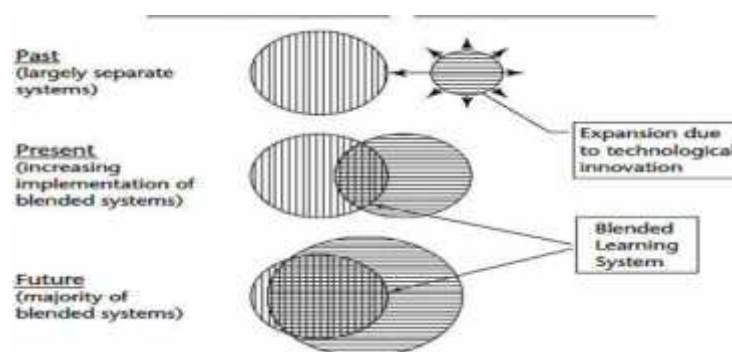
Figure 3.2. Blended Learning system learning environment

[39] Dwiyogo, D. W. (2013). *Pembelajaran berbasis blended learning*. Malang: Raja Grafindo Persada-Rajawali Pers.p.60

[40] Usman. (2018). Komunikasi pendidikan berbasis blended learning dalam membentuk kemandirian belajar. *Jurnalisa*, (04)1, 136–150.

The blended learning environment is a type of distance education that combines the advantages of e-learning education with the effective aspects of conventional or face-to-face education. In contrast to the classic learning environment that creates place and time constraints, e-learning provides an environment where students can learn regardless of time and place constraints. Factors such as individual differences in students, personal characteristics and learning styles have a significant impact on the learning environment. For example, students who have difficulty establishing communication in the classroom environment find it easier to communicate in an electronic environment. It is clear that the weaknesses and strengths of the online environment and the weaknesses and strengths of face-to-face education are integrated in blended learning. Assuming such an environment results in: 1). Students have more control over their learning. 2). Improve social competence. 3). Improving student morale and overall satisfaction. 4). Increase the acquisition of information skills and student achievement. 5). Appreciate differences in learning styles and speeds. 6). Fostering communication and closeness between students and tutors. [41]

3. Characteristics of Blended Learning

That blended learning has three characteristics. The first is flexibility in providing learning resources. The second is the support of diversity of learning. Because students vary in terms of learning styles, learning skills, and learning abilities, blended learning can save by allowing individual learning and independent learning to occur. The third is the enrichment of e-

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[41] Hooper, S. (2009). *Cooperation learning and computer-based. educational thecnology reseach and develovment,* 40(3):21. Retrieved from http://link,spinger.com/journal/11432

learning experiences. [42] From a faculty perspective, blended learning can enable them to improve existing teaching practices. Blended learning redesigns the educational model with these characteristics: 1). Transferring lecture forms to student-centered learning. 2.) Maximizing teacher-student, student-student interaction, student content, student-outside resources. 3). Integrated evaluation techniques for teachers and students. 4). Expanding the space and opportunities available for learning. 5). Supporting course management activities (e.g., Communication, sending assessments, marking, and feedback. 6). Students are made easy in the provision of information and resources[43]

4. Levels of Blended Learning

Blended learning has different levels of application, such as student activity levels, course levels, program levels, and institutional levels. Students at various levels of their university studies need teachers to support their learning activities, but at all levels teachers must immediately step back and emphasize student self-regulation in learning based on the nature, quality, and level of Blended Learning into four categories:

 a. Component level: This depends on the combination of several information transfer media and learning content to form a whole consisting of several separate components which differ according to the nature of the participant and the electronic or electronic learning resources available.

[42] Huang, R. H., Zhou, Y. L., & Wang, Y. (2006). *Blended learning: theory into practice.* Beijing: Higher Education Press.p.35-40

[43] Al Fiky, A. I. (2011). *Blended learning: educational design, multi-media, creative thinking. amman (Jordan)* : Dar Athaqafa for publishing and distribution. p.23-24

b. Integrated level: This is the integration between various elements of internet-based electronic learning. Each component supports other components and evaluation is one of these integrated components to measure the ability of students to perform assigned learning tasks.

c. Collaborative level: This is based on the combination of the teacher (as a guide) and cooperative learning groups in traditional classrooms or collaborative learning groups on the internet.

d. Expansive level: The combination of traditional classroom learning and offline electronic learning resources (e-mails, electronic documents and books, programs.[44]

5. Blended Learning Design Process

In blended learning there are five design phases for a systematic approach, starting with: The first Plans to integrate blended learning into the classroom. The second Designing and developing elements of mixed learning. The third Applying blended learning design. The fourth is Reviewing (evaluating) the effectiveness of your blended learning design. The last is Planning your delivery of the next course involves increasing the mixed learning experience for staff and students.[45]

6. The Advantages and Disadvantages of Blended Learning

The advantages of blended learning for students include increased learning skills, greater access to information, increased satisfaction and

[44] Al Fiky, A. I. (2011). *Blended learning: educational design, multi-media, creative thinking*. Amman Jordan: Dar Athaqafa for publishing and distribution.
[45] Billigmeier, G.M. (2011). Blended learning: design and implementation. *Journal of Modern Education* (7) 4,231–241. Retrieved March 26th, 2013 from http://imet.csus.edu/imet10/portfolio/billigmeier_g/billigmei er/ROLFinal.pdf

learning outcomes, and opportunities to learn with others and to teach others. Recent research identifies the main benefits of blended learning:

a. Opportunity to collaborate from a distance: Each student works together virtually in an intellectual endeavor as a learning practice.

b. Increased flexibility: Learning with technology support makes it possible to learn anytime and anywhere, letting students learn without time and location constraints but with support that allows direct involvement.

c. Increased interaction: Blended learning offers a platform to facilitate greater interactivity between students, as well as between students and teachers.

d. Improved learning: Additional types of learning activities increase engagement and can help students achieve higher and more meaningful levels of learning.

e. Learn to become a virtual citizen: Students practice the ability to project themselves socially and academically in the online inquiry community. Digital learning skills become very important to become lifelong learners, and mixed courses help students master the skills to use various technologies.[46]

Blended learning is defined as the integration of conventional learning or face-to-face learning and e-learning so that learning is not only conventional but can take place in class and online and traditional classroom

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[46] Cleveland-Innes Martha Dan Wilton. (2018). *Guide to blended learning*, Canada:Commonwealth of Learning, p 5

learning can be expanded naturally in the online component. [47] Blended Learning consists of the word blended which is a combination or mixture and learning, namely learning. Blended Learning is a learning method in which the merging process occurs. This integration consists of traditional and modern learning processes, where learning is done face-to-face or offline and virtual learning is carried out online or e-learning. In addition to the advantages of Blended Learning there are disadvantages arrcoding to Noer that there are some disadvantages of Blended Learning including the following: [48]

a. The media needed is very diverse, so it is difficult to apply if the facilities and infrastructure are not supportive.

b. Unequal facilities owned by students, such as computers and internet access.

c. Lack of knowledge of learning resources (students, teachers, and parents) regarding the use of technology.

7. Models of Blended Learning

There are four blended learning models: rotation model, the flex model, the a la carte model, and the enriched virtual model.

a. Rotation models students are directed to experience various types of learning activities, one of which is through online learning which is sometimes carried out in class or computer lab. One example of this

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[47] Permana, Yoga Gede (2017)..*The effect of using blended learning strategy toward the tent grade students' writing competency. Jakarta:* Ganesha University of Education.p. 78-87

[48] Noer in Lina Rihatul Him.(2016) Pengaruh pembelajaran bauran (blended learning) terhadap motivasi siswa pada materi relasi dan fungsi. *Jurnal Ilmiah Pendidikan Matematika*, (2)1, 36-42.

rotation model is often called a flipped classroom that directs students to participate in online activities before face-to-face sessions in class.

b. The Flex model facilitates students with online learning in class, so students can learn independently with a computer in their seats, while the teacher helps and provides guidance.

c. The A La Carte model directs students to face-to-face learning in class in most of the process activities, but they will perfect their learning activities online.

d. While the Enriched Virtual model directs students to the majority of online learning activities in class and spends little time on face-to-face activities in class.[49]

Figure 3.4. The four models of blended learning.

Based on the superiority of the blended learning model above, educators need an effective learning tool or platform to display subject matter online in web-based learning. Lots of platforms for sale that have proven its effectiveness, such as Moodle. This Moodle is more famous in Indonesia which can be designed for local internet or online. Moodle (Modular Object-Oriented Dynamic Learning Environment) is a Course Management System

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[49] Ebba Ossiannilsson. (2017). Blended learning state of the natio. Oslo:*International Council for Open and Distance Education* – ICDE. p.15.19-30

(CSM), also known as a Learning Management System (LMS) or Virtual Learning Environmental (VLE), (Pusdiklat UPI, 2010: 51). This LMS uses internet technology to regulate interactions between users and learning resources, namely the web. Then a web-based online platform application that is familiar with students is whatsAap application.

8. **Steps Blended Learning in the Classroom**

Based on the data above, the researchers used an enriched virtual model, which is an enriched virtual model, content delivery, and online learning were conducted and face-to-face meetings were held when needed and only as a supplement. According to Alessi and Trollip the learning model of blended learning in English learning consists of 4 instructional stages, namely

a. Stage one (presenting information)

b. The second stage (guiding the learner)

c. The third stage (practicing) and

d. The fourth stage (assessing learning) uses web-based learning (web-based learning).[50]

The model for successful instruction must involve four activities or phases of instruction: (1) present information; (2) guiding students; (3) practice; and (4) assesses learning. "They went on to say," because web-based learning can combine various types of educational software - tutorials,

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[50]Alessi, S.M. & Trollip, S.R (2001). *Multimedia for learning: methods and development. 3rd ed. massachusetts*: A Pearson Education Company.

hypermedia, simulations, exercises, etc. This can grow every phase of teaching.[51]

C. WhatsApp Application

1. Understanding Whatsapp Application

Blended Learning learning model can be applied with the support of online applications that can be accessed by all students who have smartphones connected to the internet, the application used in this study is the Whatsapp application. Whatsapp application or commonly abbreviated as WA is one of the communication media that can be installed on a smartphone. This Whatsapp application is used as a means of chat communication by exchanging text messages, pictures, videos and even telephone. This Whatsapp application is a cross-platform messaging application that is different from SMS (Short Term Letter), the Whatsapp application does not use pulses like SMS (Short Term Letter) in its use but instead uses internet data. "The Whatsapp Messanger application uses 3G, 4G or WiFi connections for data communication. By using the Whatsapp application, we can chat online, share files, share photos, etc".[52]

From this statement, it can be concluded that the Whatsapp application is very easy to be accessed by all students because in use it only requires a telephone number to be registered, prioritizing security and speed that can facilitate students in accessing teaching materials without worrying about the safety of personal data. Then WA can be used as a learning medium

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[51] Stephen M. Alessi, Stanley R. *Trollip* (2001). *Multimedia for learning: methods and development*(3thEdition) retrived from : https://Www. Academia.Edu/23157437/Multimedia For_Learning_Methods_And_Development_3th_Edition_-_Book_Review

[52] Hartanto. (2010). *Panduanaplikasi smartphone*. Jakarta: GramediaPustakaUtama.P.100

that makes students not feel pressured and bored in the learning process
because the learning process can still take place outside the classroom and
outside of class hours, and students can have good interaction skills with the
teacher and with other students in the discussion forum in the form of group
chat contained in the Whatsapp application.

The convenience that is owned by the Whatsapp application which is
the reason why this application was chosen as a learning medium, the
Whatsapp application is expected to reach all students in its implementation
without exception.

WhatsApp is a good application for online learning when used in an
integrated strategy so that whatsapp mobile learning activities bring benefits
to the attainment and attitudes of students towards whatsapp based learning.
In line with blended learning with the help of MIM using the whatsapp
application implemented by researchers, there are several research results
regarding whatsapp.[53]

2. **Whatsapp Features**

The Whatsapp application has several features such as those listed on
the whatsapp.com site that can support learning using the Blended Learning
model to run well, Whatsapp has a feature of sending text messages that will
facilitate communication between students and students, as well as teachers
and students. Whatsapp can send photos from the gallery or from the camera
directly as a way to stimulate students to solve problems and make it easier
for students to ask specifically to the teacher. Whatsapp can send videos, this

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[53] Barhoumi, C. (2015). The effectievenees of whatsApp mobile learning activities guided by activity theory on students knowledge management. *Contemporary educational technology*, 6(3), 221–238.

feature makes it easy for teachers to send teaching materials that contain learning video contents so that delivery of students is maximized and there is no miss conception or mistakes in understanding learning concepts. Whatsapp can make voice calls, including sending voice messages or voice notes that can be heard directly by the teacher or students. Whatsgapp has a broadcast and group chat feature to send messages to many users, so that it will be easier for students to communicate with each other or have discussions with each other about the learning material that has been given by the teacher.

D. Relevant Studies

There have been many studies conducted to find the effect of Blended Learning on students' writing skills. The first is a study conducted by Yoga Gede Permana. The results of his study showed that there were some improvements in student scores in writing while doing the learning process through the Blended Learning system. [54] The second is a study conducted by Hadi Baskoro. The results of his research on the use of blended learning through Whatsapp application in the learning process showed a significant improvement because students use Smartphone in the scope of learning; this suppresses the misuse of Smartphone among students. [55]. Furthermore, the third is research conducted by Isti'anah, A (in a journal entitled The Effect of Blended Learning to the Students' Achievement in Grammar Class in his research also shows an increase in understanding of

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[54] Yoga Gede Permana (2017). The effect of using blended learning strategy toward the 8 grade students' writing competency. Jakarta:Ganesha University of Education, *Journal of Psychology and Instruction*, Undiksha Press (1)1,78-87

[55] Hadi Baskoro, (2018). *Pemanfaatan Aplikasi Whatsapp Pada Pembelajaran Berbasis Blended Learning di SMK N 1 Sragen,* Sragen

Grammar on the second semester students of the English Letters Department, Sanata Dharma University. [56]

Then Nurul Badriyatul Muthoharoh also reported in her research entitled The Effect of Using Blended Learning Learning Technology on Learning Outcomes of Writing Short Functional English Texts. There was a significant increase in the use of Blended Learning learning technology on learning outcomes of writing functional short English text in grade VII students of SMPN 98 South Jakarta. [57]

Significant influence in improving students' writing skills was also reported by Sri Wahyuni in a study entitled The Effect of Blended Learning Models towards Students' Writing Ability in his research he stated there was a significant increase in students' writing abilities in experimental groups who were taught using the blended learning model. She also revealed that Blended learning helped many students to be more metacognitively aware of their English writing process. [58]

Furthermore Noor Diana Suhaimi, Maslawati Mohamad and Hamidah Yamat in their research The Effects of Whatsapp In Teaching Narrative Writing: A Case Study. [59]   They explained that the use of WhatsApp in teaching narrative writing was found to significantly improve the vocabulary learning of the pupils as six pupils or 75% of them showed an increase of one and two marks in their

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[56] Isti'anah, A. (2018). The effect of blended learning to the students' achievement in grammar class, Yogyakarta: IJEE *(Indonesian Journal of English Education)* ; (2356)1777 ,2443-0390

[57] Muthoharoh Nurul, B(2017). Pengaruh penggunaan teknologi pembelajaran blended learning terhadap hasil belajar menulis teks fungsional pendek bahasa inggris. Universitas Indraprasta PGRI, *DEIKSIS*, (09)03

[58] Wahyuni, S. (2018). The effect of blended learning model towards students' writing ability. J-SHMIC : *Journal of English for Academic*, 5(2), 97-111

[59] Noor Diana Suhaimi, Maslawati Mohamad dan Hamidah Yamat.(2019). *The* effects of whatsapp in teaching narrative writing. *Humanities & Social Sciences*, (l 7) 4.

post-test while decreased in marks was observed on the other two of the pupils or 25% of them. Which means the use of WhatsAap in blended learning to improve students 'writing skills shows good changes in improving students' writing abilities.

Said Fathy El Said Abdul Fattah, in his research entitled The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques for Developing Students' Writing Skills. It also shows that the use of Blended Learning in the WhatsApp application has a significant influence in improving students' writing abilities. Tests are calculated between pretest and posttest. Observed t. value, (9,745) with the t value tabulated at the (0.01) level is 0,000. This shows that the t value obtained from the posttest is more than the t table value. Therefore, it states that there is a statistically significant difference between the average score of the experimental group in the pre-test and post-test in the overall vocabulary that supports the post test verified. Statistical analysis of the data shows that the experimental group students achieved significant progress in their awareness about legal vocabulary and overall vocabulary after treatment compared to performance before treatment. [60]

E. Conceptual Framework

The purpose of language teaching is to help students develop communication skills, both orally and in writing. One of the abilities of students is the ability to express their ideas using written language. Writing is one of the four productive and expressive language skills that contain activities to transform ideas into good language and present it to the reader. Students are expected to get the

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[60] Said Fathy El Said Abdul Fattah. (2015). The effectiveness of using whatsapp messenger as one of mobile learning techniques to develop students' writing skills. Saudi Arabia: *Journal of Education and Practice.*. (l6)32.

best practice in writing theory and mind mapping. The teacher must be a facilitator who can support and develop the writing skills of all students. Blended Leraning is one of the innovative and creative learning systems. Students follow conventional learning through presentations, explanations, face to face and discussions and follow learning online through the Whatsapp application with this media the teacher can provide more subject matter and have more time to listen to students' discussions either through group learning, video Call, messenger and through personal contact.

F. Research hypothesis

   This refers to the basic beliefs of researchers that enable them to conduct research. Is a temporary truth that is determined by researchers that should be tested and proven. Base on the research problem above, the hypothesis can be stated as follows:

Ha : There is significant effect between students who taught using whatsapp in blended learning

Ho : There is no significant effect between the students who taught using whatsapp in blended learning.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher present about research design, population, and sample, research instrument, the technique of collecting data, technique for analyzing data and procedure of the research

A. Research Design

The design used in this study is a quasi-experimental design. According to Creswell quasi-experimental is a method whose influence is seen in two groups, using treatment in one group where this group is usually called the experimental group. Whereas the other group that did not apply the treatment was the control group. [61] This study uses a nonequivalent control group design model. Before being given treatment, both the experimental group and the control group were given a test which was a pre-test, with the aim of knowing the state of the group before treatment.

Then after being given treatment, the experimental group and the control group were given a post-test test, to determine the state of the group after treatment. In this study the experimental group, learning is done using the Blended Learning method, and for the learning control group is done using conventional methods. Here is a quasi experimental design model nonequivalent control group design:[62]

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[61] John W. Creswell, *reseach design (pendekatan kuantitatife, and mixed).* Pustakapelajar. P.19

[62] Winarno M.E. (2013). *Metodelogi penelitian dalam pendidikan jasmani.* Malang; Universitas Negeri Malang(UM Press). P.75

Table 3.1

Research Design of Quasi Experimental

Subject	Pre-test	Treatment	Post-test
Experimental group	O1	X	02
Control group	03	Xo	04

Note:

O1   : Pre Test Experimental Class

O3   : Post Test of Experimental Class

O4   : Pre Test of Control Class

O5   : Post Test of Control Class

X   : Treatment

X   : No Treatment

B. Population and Sample

1. Population

The population is subjects that have some qualities and characteristics chosen to be learned and to be concluded by the researcher. According to James, population is a group of elements or cases, whether individuals, objects, or events, that conforms to specific criteria and which we intend to generalize the result of the research. It means that the population is all of the individuals of the member who want to be observed[63]. The population in this research is all of the students in the tenth grade of SMA N 05 Kembang Mumpo that consist four science class and three social class there are of X

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[63] James H. Mcmillan. *Educational Reseach Fundamentala for the Consumer.* Virginia Commonwealth University; harpertacollins).p.85

IPA 1, X IPA 2, X IPA 3, X IPA 4 and X IPS 1, X IPS 2, X IPS 3. The total

member of the population are 214 student, as the table below :

Table 3.2
Population of the Research

No	Class	Female	Male	Total
1	X IPA 1	16	11	27
2	X IPA 2	13	14	27
3	X IPA 3	21	9	30
4	X IPA 4	19	12	31
5	X IPS 1	15	17	32
6	X IPS 2	15	18	33
7	X IPS 3	20	14	34
Amount		119	95	214

(Source: The data from SMA N 05 Kembang Mumpo)

2. **Sample**

The sample is an example of a population that is considered able to

represent the population so that any information produced by this sample can

be considered to represent the entire population. The sample is the group

element, or a single element, from which sample: a group of subjects from

data obtained. The phrase "the sample included." To select the sample the

researcher used a purposive sampling technique, Arikunto states that purpose

sampling is the technique of taking a sample or not based on random, regional

or strata, but based on the existence of considerations that focus on specific

goals.[64] This is a technique for determining samples with special

consideration. The researcher choose the sample based on consideration of

some similarities characteristic including; the two classes have no difference

in writing scores, the same teacher, and they have some common problems in

writing descriptive texts. Student members in the tenth grade are about 214

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[64] Suharsimi arikunto. (2014). *Prosedure penelitian:* suatu pendekatan prakmatik. Jakarta:PT. Rineka Cipta. P.175

students consists of class X MIPA and IPS. For the science class consists of 4

classes and a social class consists of 3 classes, the total number of tenth

classes in SMA N 05 Kembang Mumpo is 7 classes. From 7 tenth grade

students at SMA N 05 Kembang Mumpo, two classes were chosen to be the

experimental class and the control class.

Table 3.3

Sample of the research

No	Group	Class	Gender		Total
			Male	Female	
1	The experimental group	X IPA 1	16	11	27
2	The control group	X IPA 2	13	14	27
Amount					54

(Source:The data from SMA N 05 Kembang Mumpo)

C. Research Instrument

The research instrument was a set of descriptive text writing tests. This

test is very useful for this research as an instrument. Certainly, this is used to

measure students' writing abilities. This is related to Brown's opinion that the test

can be used to measure a person's ability. Researcher used the writing of

descriptive text tests as an instrument of this study.[65] Tests are given twice, there

are pre-test and post-test. Pre-test is intended to determine the initial writing skills

of the sample and post-test is intended to examine whether the technique of using

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[65] H. Douglas Brown.(2004)). *Language assessment principles and classroom practices*, New York: Pearson. p.4.

Blended Learning has an effect or not on students' descriptive text writing skills. According to Hughes, he stated that the test was said to be valid if it accurately measured what was intended to measure.[66] The researcher uses descriptive text that is suitable for the syllabus.

In assessing students writing pre-test and post-test, reliability is needed. According to Frankel, and Wallen that reliability then refers to the extent to which test scores are obtained.[67] To achieve instrument reliability, there are several aspects that need to be considered as follows: content, organization, vocabulary, language use, and mechanics.

D. Technique for Collecting the Data

In this study, the researcher used quantitative data. The research data were collected by giving written tests to students. The test consists of pre-test and post-test.

1. Pre-test

The author gives a preliminary test to students. Pre-test in the form of a written test. The test consists of several instructions about writing descriptive text. The author gives several instructions to the number of students individually and students must respond by making writing descriptive text about tourism places in accordance with the instructions given.

2. Treatment

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[66] Arthur Hughes.(2000). *Testing for language teachers* (2nd Edition), United Kingdom: Cambridge University Press.p.26.

[67] Fraenkel, R., and Norman E, Wallen. (2008). *How to design and evaluate research in education* (7th Ed), USA: Beth Mejia. p.390.

The treatment was conducted after the pre-test. In the experimental group, the students were taught by applying the Blended Learning method while the control group, the students were taught by using the direct method. Both the experimental and control groups were taught with the same material.

3. Post-test

In the final step, the authors provide a post-test after treatment is done. Post-test realization is the same as the pre-test. The tests will be given to the experimental class and the control class. Pre-tests will be given at the beginning of the meeting. After that, students in the control class learn descriptive text that is usually done in class. Meanwhile, the experimental class will receive treatment using Blended Learning in descriptive text learning. After providing treatment, a post-test will be conducted to measure whether there are differences between the experimental classes that have provided control classes and those that have not yet provided care. To find out how this test is valid, the test given must be related to the material that has been studied. In addition, the author needs to use the assessment rubric. To determine students' writing scores in the pre-test and post-test, the researcher will use the rating **scale by Arthur Huges**.[68]

E. Validity and Reliability of the Test

In designed the writing test as the instrument of this research, the researcher measured the reliability and validity of the test.

1. Validity

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[68] Arthur Hughes, (2003), *Testing for language teachers (second edition),* Cambridge: Cambridge University Press, p. 104

Validity is a measure that shows the validity or validity of a measuring instrument. If the instrument is said to be valid, it means that the measuring instrument used to get the data is valid, so valid means that the instrument can be used to measure what should be measured. In determining the validity in this study, researchers used content validity testers for the instrument in the form of a test, content testing can be done by comparing the contents of the instrument with the learning material that has been taught.

In this research instrument, content validity testing is done by asking for expert judgment. The validity must be tested by experts who are considered to have expertise related to the subjects being tested, their opinions and recommendations are requested for the content or material contained in the test. Learning outcomes concerned. The results of the discussion are used as guidelines or reference material to improve or perfect the content or material of learning outcomes.

2. Reliability

Reliability is the consistency of a set of measurement or of a measuring instrument, often uses to describe test. Arccodingto Ary state that the reliability of a measuring instrument is the degree of consistency with which in measures whatever it is measured.[69] In this research, the research use SPSS 20 to know the reliability of test instrument.

F. Technique of Data Analysis

Quantitative data analysis was used in this study. The author scores out average. After analyzed the data researcher has found significant differences

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[69] Donald Ary, Lucy cheser jacobs & chisir Sorensen (2010). *Introduction to research in education* New York: Printed in united states of america,p.225

in the Experiment and Control groups in terms of writing descriptive texts. After collecting data, results, and instruments (pre-test and post-test) were analyzed to answer research questions. To analyze whether there is a significant difference in students' writing ability scores taught by Blended Learning and students taught by direct learning, the writer uses the t-test formula with SPSS (statistical package for Social Sciences) version 20.0 Before conducting the Hypothesis test, a test of requirements, namely the test for normality and homogeneity.

1. Preliminary Test

    After collecting all of research data, the next step is a preliminary test. This is   the first step that must be taken that is used to find out whether the data meets the requirements or not. In this step, the normality test and homogeneity test will be analyzed.

2. Normality Test

    One important thing that might be followed in analyzing research data is the normality test. This will be done to check whether the distribution of data collected is normal or not. Analysis of the normality test in this study will use Kolmogorov Smirnov and Shapiro Wilk using SPSS version 20. Then, if the normality score is more than 0.05, it can be said that the data distribution is normal. Conversely, if the normality test score shows less than 0.05, it can be said that the data distribution is not normal.

3. Homogeneity Test

    To find out whether the data from both groups have the same variant, the writer uses homogeneity test. Like the normality test, this kind of test will

also use SPSS version 20. The steps are the same as the normality test. To find out whether the data from both groups have the same variant, the writer uses homogeneity test. Like the normality test, this kind of test will also use SPSS version 20 using T-test.

4. T-test

To found whether the differences between pretest and posttest value was significant, the following t-test. T-test is intended to determine the level of significance of influence each variable is independent of the dependent variable with variable assumptions the other doesn't change.

Test of the average was using to examine whether experiment class and control class which has been decided had different average or not. T-test was using to compare the mean score of two classes.

The first thing to do in using t-test to analyzed the data was finding the t-$_{count.}$ After t-count will found out, then t-count was compared to t-table with testing criteria for hypotheses accepting and rejecting area below: if t-$_{count}$ t-$_{table}$, it means H_O will rejected and H_a accepted. Then, if t-$_{count}$ t-$_{table}$ means that H_o will accepted and H_a will rejected.

G. Research Procedure

1. Pre-test

Students are given a pre-test to find out the student's starting point in writing descriptive text before treatment. It will be given at the beginning of the lesson. After students complete the initial test, researchers collected and analyzed student worksheets to determine student abilities. At this stage, researchers conducted initial tests in the form of tests of the ability to write

descriptive texts on the experimental and control groups. Preliminary tests are carried out to determine students' initial ability to write descriptive texts before being treated. Thus, the experimental group and the control group - depart from the same starting point. In addition, the researcher giving the pre-test to the experiment and control group using WhatsApp Application so, students collected the pre-test through WhatsApp Application.
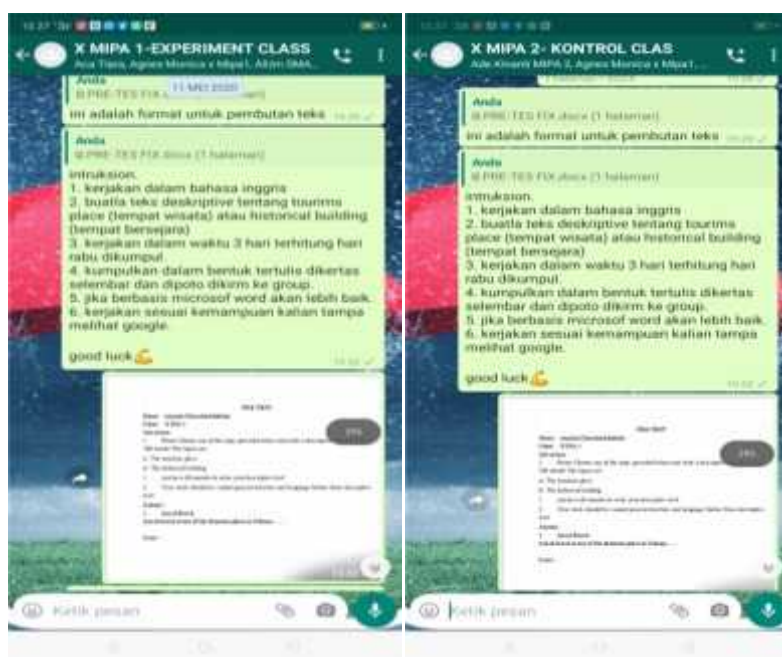
Figure 3.1 The Researcher Giving the Pre-Test to the Both Group

2. **Treatment**

   a. Experiment Group

   The experimental group in this study were students of class X IPA I (X IPA I) in SMA N 05 Kembang Mumpo. Experiments in this group provide Blended Learning methods for learning descriptive text so that the application of descriptive writing applies the steps of learning with blended learning. The procedure in teaching writing descriptive text uses

blended learning based on the Enriched Virtual Model. In this learning, students are directed to learn entirely based online and only do face-to-face for specific purposes. There are four steps in the learning model of blended learning in English consisting of (1) presenting information; (2) guiding students; (3) training; and (4) assesses learning. "

1)   Stage one (presenting information)

Figure. 3.2 Giving Information and Rules in Group

In this learning is done face to face or learning is carried out in accordance with the rules that apply in schools online. In this learning begins with the give of information from the teacher about what blended learning and what media will be used in learning blended learning. And provide all the rules that will be applied in this study

2) Second stage (guiding students).

(Figure 3.2: Student Invited in the Group)

All students in class X IPA 1 are invited to the WhatsApp group via a link. In groups students can hold discussions, learn and share information with supervision by researchers and English teachers as controllers. Then in the WhatsApp group, online learning takes place without time and limited distance. The researcher provides some additional material in the form of a file about descriptive text. And researchers and students or fellow students can discuss the structure, types, and examples of descriptive texts. In addition, in the WhatsApp group, students can share their difficulties in making descriptive texts.

3) The third stage (exercise)

Figure 3.3.Giving The Treatment to Experimental Class

In this stage the researcher provides training in writing descriptive text about tourism places by providing an understanding of the structure of descriptive text from identification to description of descriptive text in the group

4) The fourth stage (assessing learning)

Assessment or evaluation is carried out to determine whether the purpose of this study has been obtained by evaluating by giving a post-test. This treatment involves four elements, namely the blended learning method, students, teachers, and researchers. This treatment involves four elements, namely the blended learning method, students, teachers, and researchers. Treatment is given for one month or given for four meetings and each treatment is carried out at 1 meeting with duration of 2 x 45 minutes if based on the syllabus of English subjects.

b. Control Group

The control group in this study were students of class X MIPA2 students of SMA N 05 Kembang Mumpo. The implementation of descriptive writing learning in this group is done without using the Blended Learning method and fully submitted to the subject English teacher. In this group, the teacher used direct learning. Direct learning is a learning model that is more teacher-centered and prioritizes effective learning strategies for expanding information material only. Arccoding to Slavina, there are seven steps of direct learning, namely

1) State learning objective and orient student to lesson

Tell student what they will be learning and why it is important (the more personal, the better.) Relate current lesson to previous and future lessons.

2) Review prerequisites

Before starting learning students must have the knowledge or skills for the current lesson as one component of the learning orientation

3) Present new material

The presentation must have an organizational structure with real examples and demonstrations.

a. component relationships

b. sequential relationships

c. relevance relationships

d. transitional relationships

4) Conduct learning probes

The teacher give students questions related to learning.

a. First subskill

Conduct learning probes on first subskill

b. Second subskill

Conduct learning probes on second subskill

c. Third subskill

Conduct learning probes on third subskill and Etc

5) Provide independent practice

Give students an opportunity to work alone; students should have done some supervised or guided practice before they attempt to work independently.

6) Assess performance and provide feedback

For the evaluate students' ability to give students homework or quizzes as feedback on what they have been taught. Review independent work or maybe give a quiz, give it. At this point repeat learning that has been learned is very necessary.

7) Provide distributed practice and review

The determine homework or give students some assignments about the material discussed. The assignments are given to students with different content and skills.

3. **Post-Test**

After treatment is given the next step is to provide a final test. The provision and final test aim to determine whether there are significant differences in descriptive writing skills after treatment. For Post-Test the Experiment and Control Group to collected through WhatsApp Application. For Control Group in WhatsApp this just for collected pre-test and post-test without the treatment;
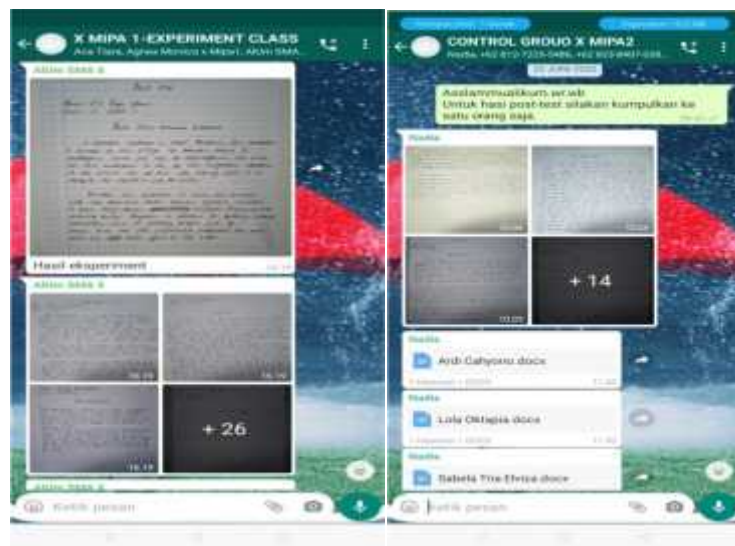
Figure. 3.4

Student Experiment and Control Group Collected the Post-Test

In addition, it is also to compare scores with those achieved during the initial test whether the results increase, equal, or decrease. The calculation of the results is done with the help of the SPSS 20 computer program.

H. Statistical Hypothesis

The calculation of statistical measurement as follows:

Ha: There is a significant effect of Blended Learning on students' writing ability (the mean score of the experimental class post-test is higher than the mean score

of the controlled class, or p < ; sig. 2 tailed is lower than alpha; there are differences from the score of the classes).)

Ho: There is no significant effect of Blended Learning on students' writing ability (the mean score of the experimental class post-test is lower than the mean score of the controlled class, or p > ; sig. 2 tailed is higher than alpha; there are no differences from the score of the classes).

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents findings in the field and identifies the difference between using Blended Learning and not using Blended Learning in teaching writing among students tenth-grade of SMAN 5 Kembang Mumpo in the academic year 2019/2020. This research was conducted from June 06 to July 17 and the research was conducted online or (Daring). The researcher conducts one meeting for pre-test, four meetings for treatment one meeting for post-test. in this study, quantitative methods have used that measure the t-test formula applied to calculate the pre-test and post-test results from the experimental and control classes.

This section explains and analyzes tests before and after treatment. Pre-test and post-test are given to students in the experimental class and the control class. Pre-tests are given to students before the treatment is carried out, and post-tests are given at the end of the treatment.

A. **Results**

The results were obtained based on data analysis. Data is a score of students' writing ability test taken from the pre-test and post-test given to the experimental and control classes. Pre-test is given to students before the treatment is carried out, and post-test is given at the end of the treatment. After that, the data were analyzed using t-test.

1. **The Result of Writing Descriptive Text**

    Description of the pre-test and post-test scores in the experimental class and the control class

    a. The frequency of students' pre-test and post-test in the control class and the experimental class can be seen in Figure 4.1:

Figure 4.1

Graphic for the frequency of pre-test and posttest scores in experimental class

Based on the graph above, it can be seen that the highest frequency of pre-test scores of students in the experimental class is in the average category, while the lowest is in the bad and very bad categories. Then, the highest frequency of the student categories and the lowest are in the average and very bad categories. From the previous explanation, the posttest score is higher than the pre-test score, it means that teaching

writing descriptive text using WhatsApp in Blended Learning can improve students' writing descriptive text scores.

The distribution of pre-test and post-test scores in the experimental class can be seen in table 4.1.

Table 4.1
The Distribution Score in Experimental Class

Score Interval	Category	Pre-test		Posttest	
		F	%	F	%
85 Score 100	Excellent	0	0.00%	12	51.85%
75 Score 84	Good	0	0.00%	13	48.1%
60 Score 74	Average	8	29.62%	2	7.40%
40 Score 59	Poor	19	70.37%	0	0.00%
0 Score 39	Very Poor	0	0.00%	0	0.00%

Based on table 4.1, the pre-test in the Experimental class, there are students in the Very Good category are 0 (0%), students in the good category are 0 (0.0%), students are in the Average category is 8 (29.62%), students in the bad category are 19 (70.37%), students in the very bad category are 0 (0.0%). Whereas in Posttest, there were 12 students in the excellent category (44.44), students in the good category were 13 (40.7%), students were in the average category 2 (7,40%), students were in poor students category 0 (0.0%), and 0 (0%) are in the very bad category

b.   The frequency of student pre-test scores and Posttest scores in the Control Class can be seen in Figure 4.2
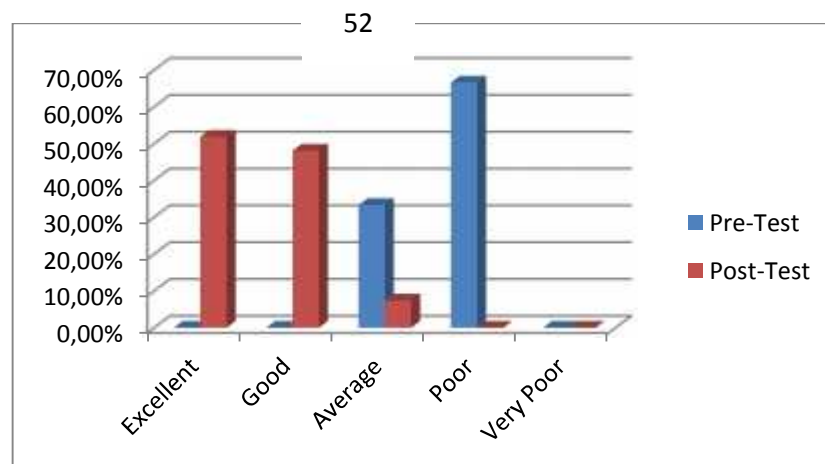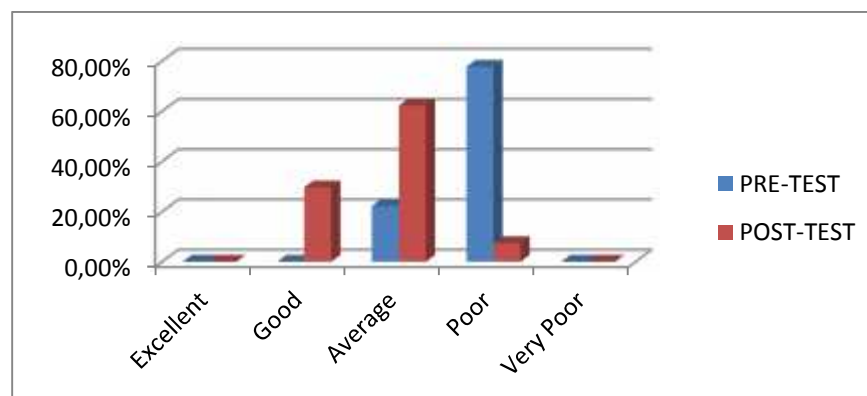
Figure 4.2

Graphic for the frequency of pre-test and post-test scores in control class

Based on the graph above, it can be seen that the highest frequency of pre-test scores of students in the control class is in the average category, while the lowest is in the bad category. Then, the highest frequency of students' posttest scores in the control class was in the good category and the lowest in the bad category. From the explanation above, the posttest score is higher than the pre-test score, it means the score of writing descriptive texts in the control class increases gradually.

The distribution of pre-test and post-test scores in the control class can be seen in table 4.2:

Table 4.2
The Distribution Score in Control Class

Score Interval			Category	Pre-test		Posttest	
				F	%	F	%
85	score	100	Excellent	0	0.00%	0	0,0%
75	Score	84	Good	0	0.00%	8	29,62%
60	Score	74	Average	17	62.96%	19	70,37%
40	Score	59	Poor	10	37.03%	0	0,0%
0	Score	39	Very Poor	0	0.00%	0	0.0%

Based on table 4.2, the pre-test in the control class, there are students in the excellent category is 0 (0%), students are in the good category 0 (0%), students are in the Average category is 17 (62.96%),

students are in the bad category 10 (37.03%), and students in the very bad

category are 0 (0.0%). Whereas in the posttest, there were students in the

excellent category of 0 (0.0%), students in the good category were 8

(29.6%), students in the moderate category were 19 (70,37%), students

were the bad category is 0 (0,0%), and students in the very bad category

are 0 (0.0%).

2. Normality Test

a. The Result of Normality Test of Pre-Test Scores

    1) The Normality Test of the Data Pre-Test in Experiment Class

        In analyzing the normality of pre-test score data in the

experimental class, one Kolmogrov-Smirnov test sample was used

because each class had more than 50 data for each class. As   we

know that the total data is 27 students. The normality of the pre-test

scores of the experimental class can be seen in table 4.4

Table 4.4

Tests of Normality

	Experimental_Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_Test	Score Pre-test Experiment group	,162	27	,068	,942	27	,135

a. Lilliefors Significance Correction

        From the table above, it can be seen the significance value of

the pre-test score of the experimental class is 0.68. The meaning is

higher than the level of significance (0.05). So, it can be concluded

that the data is normally distributed.

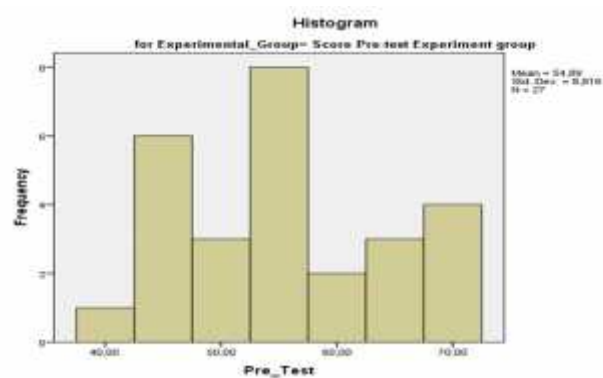Normal histogram data from the pre-test scores in the experimental class can be seen in the image below.

Figure 4.3
The Histogram of Normality Data of Pre-Test in Experiment Class

2) The Normality Test of the Data Pre-Test in Control Class.

In analyzing the normality of pre-test score data in the control class, one Kolmogrov-Smirnov test sample was used because each class's data was from 50 data. As we know that the total data is 27 students. Of normality the pre-test scores of the control class can be seen in table 4.5.

Table 4.5

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score Pre-Test Control Group	,161	27	,069	,942	27	,138

a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the pre-test score of the experimental class is 0.69. The meaning is higher than the level of significance (0.05). So, it can be concluded that the data is normally distributed.

Normal histogram data from the pre-test scores in the control class can be seen in the image below.
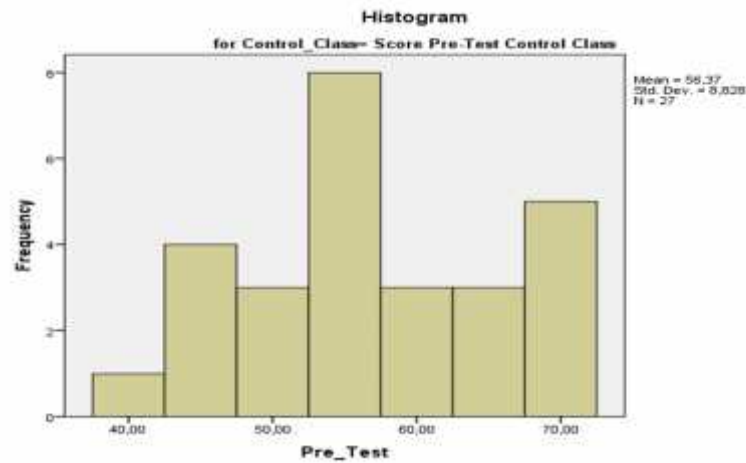
Figure 4.4

The Histogram of Normality Data of Pre-Test in Control Class

b. Test Results Normality of Post-Test Score

1) The Normality Test of the Data Post-Test in Experiment Class.

In analyzing the normality of posttest score data in the experimental class, one Kolmogrov-Smirnov test sample was used because each class had more than 50 data for each class. As we know that the total data is 27 students. The normality of the posttest scores from the experimental class can be seen in table 4.6.

Table 4.6

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score_Pos_Test_	,133	27	,200[*]	,911	27	,024

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the post-test score of the experimental class is 0.200. That is higher than the level of significance (0.05). It can be concluded that the data is normally distributed. Normal data post-test histogram scores in the experimental class can be seen in the image below.

Figure 4.5

The Histogram of Normality Data of Post-Test in Experiment Class

2) The Normality Test of the Data Post-Test in the Control Class

In analyzing the normality of posttest score data in the control class, one Kolmogrov-Smirnov test sample was used because the data for each class was from 50 data. As we know that the total data is 27 students. Posttest score normality in the control class can be seen in table 4.7

Table 4.7.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.

Post-Test Control Class	,143	27	,167	,953	27	,257

a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the control class posttest score is (0.167). That is higher than the level of significance (0.05). So, it can be concluded that the data is normally distributed. Normal data post-test histogram scores in the control class can be seen in the image below.
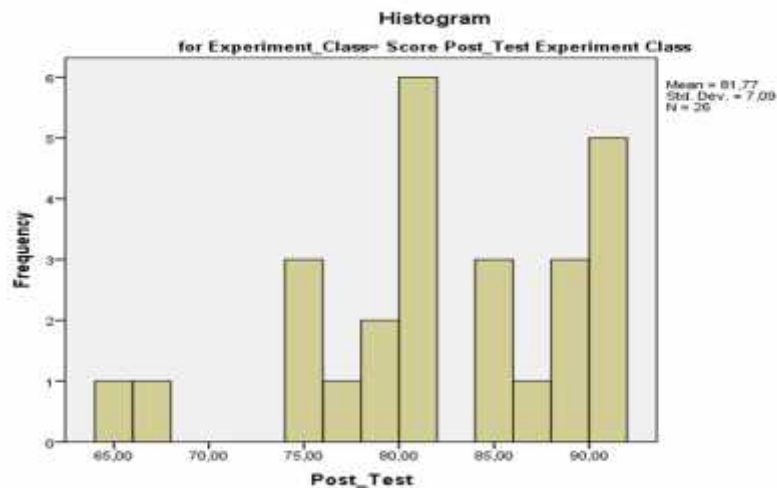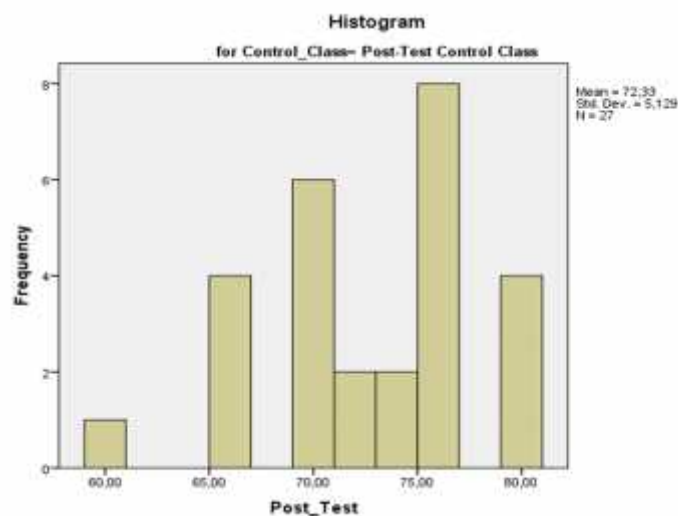

Figure 4.5

The Histogram of Normality the Data Post-Test in Control Class

3. The Result of Homogeneity of Variances Test

a. Homogeneity of The Pre-Test

In this study, before conducting implementation, researchers must examine students individually for the purpose of investigating students' writing abilities. To analyze the homogeneity of the experimental class and the control class pre-test scores, researchers used Bartlett in SPSS 16.0. The results can be seen in the table below.

Table 4.8.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre_Test	Based on Mean	,067	1	52	,797
	Based on Median	,005	1	52	,943
	Based on Median and with adjusted df	,005	1	51,993	,943
	Based on trimmed mean	,077	1	52	,783

B

ased on the output above, it is known that Because P Value (sig.) = 0.797> 0.05, then Ho is accepted. So it can be concluded that the variance on the pretest score of each group of data is the same (homogeneous).

b. Homogeneity of Post-Test

In analyzing the homogeneity of variances of experiment class and control class post-test scores, the researcher uses Bartlett in SPSS 16.0. The result can be seen in the table below

Table 4.9

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post_Test	Based on Mean	3,689	1	52	,060
	Based on Median	2,736	1	52	,104
	Based on Median and with adjusted df	2,736	1	45,480	,105
	Based on trimmed mean	3,771	1	52	,058

Based on the above output, it is known that because the P value (sig.) = 0.060> 0.05, Ho is accepted. So it can be concluded that the variance in the posttest score of each data group is the same (homogeneous).

4. **Data Analysis**

Data analysis aims to prove the research hypotheses, namely to find out the difference in writing descriptive texts between class that are taught

using WhatsApp in Blended Learning and class that are taught not using WhatsApp in Blended Learning.

T-test in this study was used to determine differences between class that were taught using the WhatsApp in Blended Learning (experimental class) and class that were taught without not WhatsApp in Blended Learning (control class). T-test calculations in this study were carried out with the help of a computer program SPSS 20.0.

a. Pretest Scores Difference Test

A pretest score difference test was performed to find out whether writing descriptive texts from the experimental class and the control class students was the same or different before treatment. Because the normality of the pretest score test is declared normal and from the homogeneity test results, it is declared homogeneous, the average difference test uses the Independent Sample T-test, assuming the same variance. From the T-test, the following output is obtained.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre_Test	Equal variances assumed	,067	,797	-,617	52	,540	-1,48148	2,40102	-6,29948	3,33652
	Equal variances not assumed			-,617	52,000	,540	-1,48148	2,40102	-6,29948	3,33652

Based on the table above, P value (sig.) = 0.540> 0.05. This means that H_0 is accepted, so it can be concluded that the average pretest score of the experimental class and control class students is same.

This means that there are significant differences in posttest scores between experimental class students and control class students. Because there are significant differences in posttest scores between experimental class students and control class students, it can be concluded that there is a significant influence on the use of WhatsApp in Blended Learning to write descriptive texts of students.

b. Post-Test Score Difference Test

Posttest score difference test was conducted to determine whether writing descriptive texts of experimental class students and control class students were the same or different after being treated (in the form of WhatsApp in Blended Learning for writing descriptive texts). Because the normality of the posttest scores is declared normal, the average difference test uses the Independent-Sample T-Test with the same assumption of variance. From the t-test, the following output is obtained.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Post_Test	Equal variances assumed	3,689	,060	5,763	52	,000	9,74074	1,69037	6,34877	13,13271	
	Equal variances not assumed			5,763	47,225	,000	9,74074	1,69037	6,34059	13,14089	

Because the value of P (sig.) -tailed= 0,000 <0.05. This means that Ho is rejected, so it can be concluded that the average post-test scores of the experimental class students and the control class students are not the same (different).

This means that there are significant differences in posttest scores between experimental class students and control class students. Because there are significant differences in posttest scores between experimental class students and control class students, it can be concluded that there is a significant influence on the use of WhatsApp in Blended Learning to write students' descriptive texts.

B. Discussion

The results of research conducted at SMAN 05 Kembang Mumpo stated that the number of students in class VIII was 214 students. The total sample in this study was 54 samples. The sample was divided into two classes 27 students were experimental class samples and 27 students were control class samples. The purpose of this study was to determine differences in descriptive writing skills between students who were taught using Blended Learning through the WhatsApp application and students who were not taught using Blended Learning through the WhatsApp application. the initial test results of the descriptive writing skills of the experimental class and the control class showed that there were no differences in descriptive writing skills between the two classes. This shows that the experimental class and the control class depart from the starting point with the same ability. Furthermore, each group was given treatment.

Students in the experimental class participated in descriptive writing learning using the Blended Learning Method through the WhatsApp application with an enriched virtual model. In this technique, learning is done almost entirely online and do face-to-face only for certain interests. In this study, the researcher guides students by giving treatment through the WhatsApp group and helping students develop ideas and compose written text by recognizing in advance what is meant by descriptive text, such as descriptions of places, objects, and people. In this group, the researcher gives a wealth of resources to students to understand what descriptive text is like in the form of Word text, links, and text directly.

The results showed that there was an increase in descriptive writing skills in the experimental class after being treated with WhatsApp in Blended Learning. In the experimental class, the average score on Pre-test test was 54.8889and the average score of Post-Test test was 82.0741 . This means that the average value of the initial test and the final test in the experimental group increased by 27.1852

Thus, it can be seen that there is a significant increase in the average scores of descriptive writing skills tests between before and after being treated in the experimental class. The impact of Blended Learning through the WhatsApp application is to improve students' writing skills in the descriptive text that can be seen from differences in the average results of students. Students in the control class are students who follow descriptive writing without Blended Learning through the WhatsApp application. The average score of the control group at the beginning of the descriptive writing test was 56,3704. and obtained an average score at the end of the test of 72.333. This means an increase in the average value of the initial test and the final test in the control group 15.9626. This shows that

there was no significant increase in the mean scores of descriptive writing skills tests in the control group.

The final test scores are descriptive writing of the control class and the experimental class is then calculated using the t-test formula for free samples. Because the value of P (sig.) = 0.000 <0.05. This means that Ho is rejected, so it can be concluded that the average value of the post-test of the experimental class students and the control class students are not the same (different). This means that there are significant differences in posttest scores between experimental class students and control class students. This is because there are significant differences in post-test scores between experimental class students and control class students, it can be concluded that there is a significant influence on the use of Blended Learning through the WhatsApp application on students who write descriptive texts.

The results of this study in the experimental class showed that Blended Learning through the WhatsApp application has proven to be beneficial for students in learning to write descriptive, resulting in an increase in descriptive writing skills. The benefits gained by the experimental class students are shown by several things, including better quality and accuracy of content, descriptive writing of students that are more organized, ideas developed do not come out of the theme or topic is given and are more meaningful, the accuracy of sentences and choice of words words that care more, and better spelling and writing.

From the statement above, it is clear that there are significant differences in writing learning between groups who learn to use the Blended Learning Method through the WhatsApp application and groups who take learning without using

the Blended Learning Method through the WhatsApp application. The difference can be seen from the increase in the approval of the average value between the control class and the experimental class. This is the purpose of the research.

In addition, a studio conducted by Liya Astarilla and Dede Warman entitled The Effects of WhatsApp in Blended Learning in English as Understanding Foreign Language Reading (EFL) from Undergraduate Students. In this study, participants consisted of 20 experimental students and 20 temporary students. The results showed there were significant differences in blended learning through WhatsApp on the reading comprehension of undergraduate EFL students. Students who use blended learning through WhatsApp have higher scores than control class students..

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at SMAN 05 Kembang Mumpo in the academic year 2019/2020, the researcher might draw a conclusion as follow:

In the previous chapter, researchers have analyzed the data statistically. Based on statistical analysis, there is a significant influence of the Blended Learning Method through the WhatsApp application on the ability of students to write descriptive texts of quasi experimental research in tenth grade students of SMAN 5 Kembang Mumpo academic year 2019/2020.

Based on the statistically analysis, there is a significant effect of using WhatsApp application in Blended Learning towards students' Descriptive Text at the student tenth grade students of SMAN 5 Kembang Mumpo academic year 2019/2020. The significant effect can be seen at the results of the study. It showed that there was an increase in descriptive writing skills in the experimental group after being treated with a WhatsApp application in Blended Learning. In the

experimental group, the mean score at the initial test was 54.8777 and the mean score at the end of the test was 79.6296. This means that the average value of the initial test and final test in the experimental group increased by 24.7519. Thus, Students in the control group are students who follow the learning of narrative writing without using a genre approach. The average value of the control group at the beginning of the descriptive writing test was 54.5158 and obtained an average score at the end of the test of 72,6296. This means an increase in the average value of the initial test and final test in the control group of 19.1138. This shows that there was no significant increase in the mean scores of narrative writing skills tests in the control group. The final test scores write the control group's narrative and the experimental group is then calculated using the t-test formula for free samples. Because P value (sig.) = 0.00 <0.05. It means that Ho is rejected, so it can be concluded that the average post test scores of experimental class students and control class students are not the same (different). This means that there are significant differences in post test scores between experimental class students and control class students. It is because there are significant differences in posttest scores between experimental class students and control class students, it can be concluded that there is a significant influence on the use of WhatsApp application in Blended Learning to writing Descriptive Texts.

B. Suggestions

1. The Blended Learning method is used as an alternative for teachers in learning to write descriptive, so that it can help or facilitate students in preparing descriptive texts. Thus, it is hoped that the Blended Learning method can help improve student learning outcomes.

2. Further research needs to be done on learning to write descriptive with a Blended Learning method to broader objects.

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